**State, ACT, and Common Core Standards Alignment**

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**Standards to Use for Common Benchmark Assessment Development: World History**

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| **Standard Number:** 1.0 Culture Culture encompasses similarities and differences among people, including  their beliefs, knowledge, changes, values, and tradition. Students will explore these  elements of society to develop an appreciation of and respect for the variety of human  cultures.  CLE 1.1 understand the multi-cultural components to world culture.  1.2 understand the development and migration of art, architecture, language,  religion, music and theater.  1.3 understand the ways in which individuals and groups contributed to changes  in social conditions.  1.4 examine how various individuals and groups use methods to diminish cultural  elements and eradicate entire groups. | analyze subtle relationships between  and among people, objects, events,  and ideas in complex texts or films,  forming accurate inferences  ■ | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending  to such features as the date and origin of the  information. |
| 2.0 Economics Globalization of the economy, the explosion of population growth,  technological changes and international competition compel students to understand,  both personally and globally, production, distribution, and consumption of goods and  services. Students will examine and analyze economic concepts such as basic needs  versus wants, using versus saving money, and policy-making versus decision-making.  CLE  2.1 understand the major economic systems that developed globally.  2.2 recognize the importance of technologies for economic development.  2.3 understand the impact of the Industrial Revolution on the global economy.  2.4 understand the rapid change of the global economy after the Industrial  Revolution in the 20th century.  2.5 understand the contribution of individuals to the economy systems of the world. | Understand the overall approach taken by  an author or narrator (e.g., point of view,  kinds of evidence used) in uncomplicated  passages  (Economic philosophies) | Integrate quantitative or technical analysis (e.g.,  charts, research data) with qualitative analysis in  print or digital text. |
| *3.0 Geography-*Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the  knowledge, skills, and understanding of concepts within the six essential elements of  geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.  CLE  3.1 understand the importance of physical geographic features on world historic events.  3.2 understand human geographic interactions and their impact on world historic events.  3.3 understand the importance of population  growth and distribution on world historic  events. | Use context to determine the  appropriate meaning of virtually  any word, phrase, or statement in  uncomplicated passages  ( use with geography vocabulary) | 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. |
| *4.0Governance & Civics*  *Standard:* Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.  *CLE*  4.1 understand the development of major systems of world governance.  4.2 understand how individuals are affected differently by varied forms of  governance.  4.3 understand the development of nation-state governments.  4.4 understand the emergence of world governmental organizations. | Understand the overall approach taken by  an author or narrator (e.g., point of view,  kinds of evidence used) in uncomplicated  passages. (Philosophies if government) | 6. Compare the point of view of two or more  authors for how they treat the same or similar  topics, including which details they include and emphasize in their respective accounts. |
| *5.0 History-* History involves people, events, and issues. Students will evaluate evidence  to develop comparative and causal analyses, and to interpret primary sources. They  will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.  *CLE*  5.1 understand the chronological flow of historical eras and events in World  History.  5.2 understand the processes that gave rise to the earliest human civilizations.  5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East,  Oceanic, and the Americas and their continuing impact on the modern world.  5.4 understand the history and impact of world religions.  5.5 understand the evolution of modern and western civilizations from 1000 CE to  the present.  5.6 understand the importance of the various economic systems in place during  the 19th and 20th century.  5.7 understand the impact of various global conflicts throughout history.  5.8 understand the continuing impact of historical events on the modern world.  5.9 understand the impact of developing technology on the world.  5.10 understand how historical information is collected, recorded, interpreted,  transmitted, and disseminated across various historical eras.  5.11 understand the importance of major trends and movements in world history.  5.12 understand the origin, evolution, decline, and impact of empire building and  imperialism | Locate evidence in a text that explicitly  states why an event or a series of events occurred  ■ | 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
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| 6.0 Individuals, Groups, Interactions- Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.  CLE  6.1 understand the impact of one’s culture on identity, lifestyle, and socioeconomic status.  6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.  6.3 understand the extent to which individuals, groups and institutions interact to  produce continuity and change throughout world history. | Understand the dynamics between  people, ideas, and so on in more  challenging passages  ■ | 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |